

Part 1: Design of Supplemental Instructional Services for Increasing Student Achievement

A. Effective research-based methods and strategies related to student learning, teaching, and management.

The Portage Township Schools will provide a supplemental instructional program called Portage Supplemental Program (PSP) using strategies, practices, and materials that have been used in some of our extended day programs with great success. In addition, many strategies and practices that will be implemented in this program are based on current research as outlined in such publications as *Put Reading First: The Research Building Blocks for Teaching Children to Read* (developed by the Center for the Improvement of Early Reading Achievement and the National Institute for Literacy), *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (R. Marzano, D.J. Pickering, and J.E. Pollock), *Best Practice: New Standards for Teaching and Learning in America's Schools* (S. Zemelman, H. Daniels, and A. Hyde), *Phonics They Use: Words for Reading and Writing* (P.M. Cunningham), *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* (E. O. Keene, S. Zimmermann), *The Explicit Teaching of Reading* (J. Hancock, Ed.), and Marie Clay's works, particularly *Reading Recovery: A Guidebook for Teachers in Training*. In addition, recent articles in publications such as *Phi Delta Kappan* and *Educational Leadership* have been helpful. One article in particular that has been particularly useful in designing this program is "What I've Learned About Effective Reading Instruction" by Richard L. Allington from the June 2002 issue of *Phi Delta Kappan*.

1. In Portage, there have been some after-school programs provided over the past three years. These programs served children primarily in kindergarten through grade two. The proposed PSP will serve first and second grade students from poverty outside the regular school day. The program will be offered after school at the Boys' and Girls' Club in South Haven for two one-hour sessions each week. For students unable to attend during that time, a two-hour class will be held on Saturday mornings. These sessions will be held at Paul Saylor Elementary School. Student-teacher ratio will be one-on-one. Each teacher will work with an individual student for thirty minutes at a time. During the last half-hour, all students in the program will gather together to listen to a read-aloud with follow-up discussion or to participate in Reader's Workshop. At some of the sessions, teachers will model components of the writing process particularly drafting, revising, and editing. Initially, students will brainstorm ideas for writing as a group. Later they will generate their own ideas by brainstorming independently.

In the past, Portage teachers have used research-based practices in extended-day programs for underachieving children. It has been found that the majority of students enrolled in these programs mastered material that was closely aligned with the Indiana State Standards in the language arts. This conclusion was drawn based on collection of data from the eight elementary schools in the district. Data included information from standardized tests, including ISTEP+, report card grades, and a checklist completed by teachers indicating which standards addressed in a program were successfully mastered by a student. It was concluded that the success of these programs was due, at least in part, to the fact that the emphasis on the program was limited to specific goals based on need, that the student-teacher

ratio was low – 1:4 or fewer, and that teachers adopted the attitude that these children could and would succeed. These same traits will be stressed in the proposed supplemental program.

2. Parents whose children have participated in the current after-school programs have seen improvement in their children's academic skills in the regular classroom as well as at home, but perhaps even more important, parents report that the children's attitude toward school and learning has become more positive. This is the result of the children feeling that they are successful, that they can read and write. Children were instructed at a level where they were certain to meet with success. The teachers concentrated on identifying children's strengths and using those strengths to address and develop the weaker areas. Classroom teachers and principals reported that the students involved in these programs were better behaved in the classroom and on the playground. Again, this is likely due to the increased feelings of self-worth, of the feeling that "I can do it!"

3. In particular, Zemelman's *Best Practice* offered sound advice for building a program incorporating reading and writing strategies based on sound research. The program being proposed will offer opportunities for students to observe teacher-modeling both in reading and writing. Teachers will read aloud to students and ask open-ended questions that require thinking and synthesizing information rather than simply regurgitating responses based on directly stated information in the text. Skills based on the Indiana Standards will be taught in the context of reading and the students' own writing rather than in isolation. Activities during each session will include reading a familiar book, working with words, walking through a new book, and writing a story. Teachers will incorporate strategies that good readers use and observe which strategies her students are using successfully and those with which they need help.

The Reader's Workshop, which involves self-selected reading, will be used regularly. Leveled books, published by Rigby and Zaner-Bloser, will form the core of the available books. These books will be located in baskets with certain levels in the various baskets. This is done to ensure that children are reading at an independent level resulting in increased fluency and leading to better comprehension. I. C. Fountas and G. S. Pinnell offer many helpful suggestions for a reading program incorporating literature in *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3*. The teachers who will be involved in the supplemental program will study this book, discuss the ideas, and implement those that would be most beneficial in the program. Again, the primary reason to use leveled books is to enable children to choose books at an appropriate, independent level which in turn will encourage them to read more, to become fluent readers, and to comprehend the material read. Teachers will be expected to observe children, take regular running records, and generally assess progress on an ongoing basis. Anecdotal notes will be used to keep a record of observations and will aid teachers in keeping track of strengths, weaknesses, and progress made by individual students.

4. The research-based principles that provide the foundation for PSP include providing time, appropriate texts, and direct or explicit teaching, encouraging purposeful talk, and evaluating

student progress on an ongoing basis. (Allington, 2002) In a program provided beyond the regular school day, it is easier to spend time on reading and writing without having to worry about getting all the other “stuff” covered. As explained above, texts will be used which provide children with the opportunity to read at their independent level. Allington has written that reading easier text improves students’ motivation to read more. Research also suggests that the more one reads, the better reader one becomes. In the supplemental program, there will be more direct teaching including modeling and demonstrating strategies that better readers use. The kind of talk that Allington has found to be more effective is that which encourages children to respond to “open” questions rather than those requiring only a right or wrong answer. There are to be few, if any, worksheet tasks. Students will learn to use rubrics so that they can monitor their own improvement both in reading comprehension and writing. The 6+1 Writing Traits Rubrics for Beginning Writers will be used as well as the Traits of an Effective Reader Assessment both published by the Northwest Regional Education Laboratory.

In *Classroom Instruction that Works*, Marzano, et al. describe some research-based strategies that result in increased student achievement. Several of these strategies will be emphasized in the supplemental program offered through the Portage schools. Students will be instructed in summarizing, identifying similarities and differences, and creating and using graphic organizers. They will also practice the various parts of processes such as the writing process.

B. Aligned to State Academic Standards and research-based instructional design.

1. The supplemental program proposed by the Portage Township Schools will incorporate several research-based strategies including teacher-modeling and demonstration, ongoing assessment, writing before and after reading, reading aloud, allowing, and indeed encouraging, student choice both in reading selections and writing topics. Activities will include writing during each session. Some writing will take place during the first half-hour while other writing will take place in response to the selection read aloud by the teacher. Students will discuss prior to reading a selection what they already know about the subject and talk about questions they have regarding the subject. (KWL) Teachers will discuss the importance of setting a purpose for reading and children will be taught how to do so. These activities will be done to promote activating prior knowledge. They will reread a book that has already been introduced. This is done to promote fluency. As part of the first half-hour, the students will write sentences during which time the teacher will be able to ascertain the child’s ability to use his knowledge of the sound/symbol relationship. The teacher will make instructional decisions based on her observations. These professional observations will drive the individual instructional program for each child. During the second half of the sessions, students will participate in a variety of activities to promote reading comprehension and writing. Readers’ Theater will allow students to develop reading fluency. They will practice as a group how to brainstorm ideas for a writing assignment. Later, they will brainstorm individually as they gather ideas for writing. In writing, both stories based on personal experiences and descriptive pieces will be generated. Second graders may practice writing a friendly letter to a classmate telling him/her about a favorite food, a pet, or a visit to a special place. Students will practice all the parts of the writing process, first as a whole group and later individually. Second grade students will practice using synonyms and antonyms to

make their writing more specific and interesting. There will be an emphasis on revision (for clarity) and editing (for correction of mechanics).

2.The specific standards this program will address include: Standard 1 – Reading: Word Recognition, Fluency, and Vocabulary Development; Standard 2 – Reading: Reading Comprehension; Standard 4 – Writing: Writing Process; Standard 5 – Writing: Writing Applications; Standard 6 – Writing: Written English Language Conventions.

3. It is anticipated that some of the children participating in this program would benefit from special services that can be provided by Home/School Advisors. These people will be contacted on an as-needed basis, and will work with both the student as well as the family whenever possible.

Part 2. Evaluating the Impact on Student Learning

A. Monitoring student progress.

1.The Standards that will be addressed in this program will form the basis for the Student Progress Report. Items such as the following will be included:

Student is able to:

Match oral words to printed words.	/10
Tell the sound that comes at the beginning of a word.	/10
Tell the sound that comes at the end of a word	/10
Give a word that rhymes with a given word	/10
Read common sight words.	/30
Retell a story with little or no prompting	Y/N
State a purpose for reading a selection	Y/N

Rubrics will be used to assess writing produced by the students. The 6 + 1 Writing Traits rubric, published by Northwest Regional Educational Laboratory (NWREL), will be used. This rubric correlates well with the Indiana Writing Rubric, but is more clearly defined. Students will focus on the traits of: Ideas and Content, Conventions, and Organization. At first grade, Ideas and Content and Conventions will be stressed. At second grade, Ideas and Content, Conventions, and Organization will be stressed.

NWREL also publishes a K-3 Developmental Reading Continuum. This instrument will be used to help teachers and students monitor improvement in reading comprehension. Another instrument is the NWREL Oral Reading Rubric for Fluency, Rate, Expression, and Self-Monitoring. It will be used as well, particularly for first grade students.

The school will report the attendance of the students who participate in the supplemental program. It is anticipated that the daily attendance of these students will improve. However, it

must be noted that attendance at Saylor Elementary School has been very good. Any disciplinary action involving these students will also be reported.

B. The Title I Director will serve as the Project Director. It will be her responsibility to monitor the program. She will meet biweekly with the staff to discuss concerns or questions. During these meetings, staff will share ideas and work on refining the curriculum. Staff will continue to read and discuss current research that might suggest strategies, materials, or procedures that would be beneficial in the program. The focus of these meetings will be on ways to improve instruction resulting in improved student achievement. The Title I Director will also be responsible for observing in the classrooms to ensure that instructional practices are consistent from classroom to classroom and that the program design is adhered to in each classroom.

1.A “report card,” based on the Indiana Language Arts Standards and referred to above, will be given to the children’s teachers on a monthly basis. This will allow the teacher to comment on the carry-over observed in the classroom – or lack thereof. It will also encourage input from the classroom teacher as to particular skills or concepts that any child may be struggling with. A Teacher Comment form will be available so that the classroom teacher can put into writing any comments regarding a particular student’s progress. These forms will be sent to the Title I Director who will in turn share them with the supplemental program teachers during the biweekly meetings. If a problem or concern arises that needs to be addressed prior to the monthly reports, the PSP teacher will inform the Title I Director. There will be at least ten (10) reports on each student who participates in the program for an entire school year. Reports will be generated on the last Tuesday of each month (except for June).

1.Pupils will be evaluated on an on-going basis using teacher observation and anecdotal records, checklists, and running records. However, formal evaluations using the aforementioned rubrics will be conducted biweekly and both parents and classroom teachers will receive information regarding each student’s progress on a monthly basis. If there is reason for concern at some other point, parents and classroom teachers will be contacted.

Part 3: Support for Teaching/Learning and Implementation of the Supplemental Instructional Services.

A. Use of highly qualified staff and quality training.

1.Eight to ten staff will be employed to provide instruction. They will be required to hold a valid Indiana Teaching Certificate in Elementary Education, and Master’s (or at least eighteen (18) hours beyond their Bachelor’s). Those with a Reading Endorsement will be preferred.

2. Many of the people who qualify for these positions currently meet on a regular basis with the Title I Director. Study group discussions take place during these meetings, and more recent research from professional journals and/or other publications is discussed. In addition, the instructional implications of such research are examined. These discussions will continue at the biweekly meetings of the staff involved in the supplemental services. The Title I Director will also use two of the six half-days provided for district-wide inservice to meet with the

entire PSP staff to review the program, to discuss what is working well and what is not, and to analyze what the research suggests could and should be done in this program.

3. The Title I Director and the teachers in the supplemental program will communicate with the classroom teachers on a regular basis. As mentioned above, a Teacher Comments form will be used to update staff on what the classroom teacher has observed on a daily basis. In this way, problems that the child is having can be addressed early on.
4. Leveled books published by Rigby and Zaner-Bloser will be used in the program. These will be used during the reading conducted during the first half-hour and during the Reader's Workshop or self-selected reading during the second half-hour. During writing instruction, teachers will model writing for their students. At times this instruction will take place with the individual while at other times it will take place during group instruction. Word walls will be used and word cards showing configuration of each of the words used will be purchased. Magnetic letters will be used to build words. Sets of books to be used for children's reading as well as books to read aloud by the teachers will be purchased and shared among the teachers. Time will be spent during each session on writing, building words and putting cut up sentences together, reading independently, reading aloud by the teacher and modeling of appropriate reading strategies, and discussions about the books read – both independently and by the teacher.
5. Parents/guardians/caregivers and families will be asked to participate in the program on a limited basis. One of the concerns is that in the Reading Recovery program, children are withdrawn from the program if the parents do not participate on a regular basis. Our goal is to help these children meet the state standards while at the same time helping their parents understand how they can effectively assist their child at home. Parents will be asked to enroll their child in the program. They will then be asked to attend a meeting at which they will be shown what will be expected of them. It will be explained that we realize how important it is for parents to be actively involved in their child's education, that research shows that children are more likely to succeed in school when parents show an interest in their child's education and work at home to help their child. Children will be asked to read a book aloud to an adult in the home after each session. They will also put together their cut up sentence and read it to the adult. The book and the sentence will be returned to the PSP teacher with the signature of the adult. If the adults fail to participate, the PSP teacher will contact them by phone or in writing; however, the child will not be withdrawn from the program should the adults fail to participate. Parents will also be encouraged to continue to help their children at home, to ensure that they complete any homework that has been assigned by the classroom teacher, that they read with and to their children on a regular basis. Suggestions in written form will be sent home with the monthly student progress report. Included will be ideas on appropriate book titles, suggestions on ways to "talk" about a book with the child, follow-up writing activities, and other thoughts on ways to help their child at home, particularly in the area of language arts.

Part 4: Support for Family Involvement

A. Provide for meaningful communication with parents/guardians/caregivers and families.

1. Parents will be encouraged to contact the Title I Director, the PSP teacher, or the classroom teacher with questions or concerns. There are phones with voicemail in every classroom and office in the district; therefore, parents could call at any time and leave a message. If either the Director or the classroom teacher is contacted, the PSP teacher will be contacted to discuss the concern. The PSP teacher will resolve any conflicts. If this cannot be done to the satisfaction of all involved, the Director will be called in.

2. Parents will be notified monthly regarding their child's progress in the program. Goals will be established for each student and checkpoints will be established to ensure that the student is moving toward mastery of the state standards being addressed. If there are questions during the month, or after the progress reports are received, parents will be asked to contact the PSP teacher. She/he will either meet in person with the parent or hold a telephone conference to discuss the concerns.

3. All information sent home will be made available in Spanish. (This is the language spoken by most of the families in Portage who are not proficient in English.) If other languages are needed, a search will be made to find someone who could translate a flier, a student progress report, or suggestions for parents into whatever language is required. The Adult Education Program, located here in Portage, would be a resource for such services.

Resource Bibliography

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